DOCUMENT RESUME

ED 461 615 SP 037 537

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TITLE	IST (The Instructional Support Team) Team Training. Trainer's Manual.
INSTITUTION	Instructional Support System of Pennsylvania, East Petersburg.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg.
REPORT NO	IST-211
PUB DATE	1994-00-00
NOTE	100p.; For related IST documents, see SP 037 535-545. Some text may not reproduce well.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Elementary Education; *Inservice Teacher Education; *Instructional Improvement; Models; Partnerships in Education; Special Education; *Special Needs Students; State Programs; State Standards; Student Evaluation; *Teacher Workshops; *Team Training; *Teamwork
IDENTIFIERS	*Instructional Support; Pennsylvania

ABSTRACT

The Instructional Support Team (IST) process is an intensive building-based pre-referral intervention program using teams of teachers and other school professionals to assist elementary students experiencing difficulty in the classroom. This trainer's manual outlines a 3-day workshop for team training. The schedule for each day is provided, with a detailed breakdown and description of topics to be covered, worksheets, handouts, and support materials for each activity or section; and agenda forms for the trainer. Day one topics include goal setting, challenging paradigms, IST expectations, elements of an effective team, looking at the whole child, and buddy team activities. Day two covers demonstration of a team meeting, several case study simulations, and preparation of a vision video. Day three focuses on agenda setting, team maintenance, program development, and action planning. Masters for overhead transparencies are included. (ND)

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IST The Instructional Support Team

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IST Team Training: Trainer's Manual

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Training Day #1

DAY ONE
IST TEAM TRAINING

12:00 - 12:45 p.m.	Welcome, Agenda Setting, Goal Setting
12:45 - 1:45 p.m.	Challenging your Paradigm
1:45 - 2:15 p.m.	IST Expectations
2:15 - 2:30 p.m.	Break
2:30 - 3:45 p.m.	Elements of an Effective Team
3:45 - 4:45 p.m.	Looking at the Whole Child
4:45 - 6:00 p.m.	Free Time
6:00 - 7:00 p.m.	Dinner
7:00 - 8:15 p.m.	Buddy Team Activity
8:15 - 8:30 p.m.	Buddy Activity Report
8:30 p.m.	Free Time Evening Snack Movie Pool

IST TEAM TRAINING

AGENDA
DAY 1

	Time	Length of Session	Leader
Welcome/Agenda - Goal Setting	12:00 - 12:45 p.m.	45 Minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Challenging Your Paradigm	12:45 - 1:45 p.m.	60 Minutes	

Trainer's Notes:

	Time	Length of Session	Leader
IST Expectations	1:45 - 2:15 p.m.	30 Minutes	

Trainer's Note:

	Time	Length of Session	Leader
Break	2:15 - 2:30 p.m.	15 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Elements of an Effective Team	2:30 - 3:45 p.m.	75 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Looking at the Whole Child: Sources of Information	3:45 - 4:45 p.m.	60 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Free Time	4:45 - 6:00 p.m.	75 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Dinner	6:00 - 7:00 p.m.	60 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Buddy School Activity	7:00 - 8:15 p.m.	45 minutes	
Buddy School Report	8:15 - 8:30 p.m.	15 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Free Time	8:30 p.m.	'til 9:00 a.m.	

Trainer's Notes:

IST Team Training Day #1 <u>Afternoon</u>:

☐ Follow training sequence as follows:

→ **12:00 - 12:45** Welcome
Establish Goals of Training
Agenda Setting
Energizers/ Introductions

Sequence of Events for Opening Segment of IST Training

1. Introduce Training Team and any consultants present.
2. Give a short history of the IST program.
3. Give a short history of Masonic involvement in SAP and Elementary Student Assistance Program and reiterate rules in force at Patton Campus site.
4. Have participants pull out sheets for "Human Treasure Hunt" (appendix).
   - 1st person to complete sheet (get others to sign your sheet) "wins".
   - "Prize" = First in line for lunch.
5. Move into "Do You Know Your Neighbor?"(appendix).
6. Ask people to pair up with someone they didn't come with and with someone they don't know - spend 2.5 minutes each introducing yourself to your partner. (*"you'll then introduce your partner to some other folks"*).
7. Then get participants into groups of 6 - have people introduce their partners to the others.
8. Review training agenda for three days. Include training content, meals, activities, and any special events. Help set the stage for team members to be thinking about spending time with other team members.

*** Check with the speakers before their presentation re: how they want to handle questions from the audience. A suggestion would be to tell the participants to hold their questions (pass out index cards for them to write on) until the speakers have a chance to cover all of their information *When the process continually gets interrupted, it is difficult to get through all parts of the presentation. It also increases anxiety!***

12:45 - 1:45 Challenging Your Paradigm

*** At the end of each session, it is the lead trainer's responsibility to thank the consultant, make a summary statement or two, and move on to the next topic.**

1:45 - 2:15 IST Expectations

2:15 - 2:30 Break

Throughout the three day training monitor the energy and attention levels of participants and plug in an energizer to assist participants to stay focused.

2:30 - 3:45 Elements of an Effective Team

3:45 - 4:45 Looking at the Whole Child:
Sources of Information
Present Case Study
Introduce Problem Solving Steps
Review Checklists

4:45 - 6:00 Free Time
Announce available activities (swimming, walking, volleyball or basketball, running, etc.)
Remind participants about dinner time (6:00 -7:00)

Remind participants to return to training room by 7:00 p.m.

6:00 - 7:00 Dinner

7:00 - 8:15 **Buddy - School Activity**

8:15 - 8:30 **Buddy - School Report**

8:30 - 8:45 **Evening Wrap-Up - Tuesday**

- go through all sessions and review the names of facilitators.
- make sure folks fill out appropriate sections of evaluation.
- suggest that people spend some time talking with fellow team members about any issues that may have arisen for them.
- announce the pool times, movie title, any other "events" (if at Elizabethtown).
- hand out blank index cards and ask people to write a word, sentence, etc. about how they're doing (don't comment on topics, sessions - comment on your feelings).

- **Remind participants that training begins at 9:00 a.m. Wednesday Morning.**

Section Handouts

HUMAN TREASURE HUNT

Someone whose name starts with the same initial as yours.

Someone who exercises on a regular basis.

Someone who likes the same thing about their job as you do about yours.

Someone who recently took a vacation.

Someone who relaxes in the same way as you do.

Someone who likes the same TV show as you.

Someone who likes the same color as you.

Someone who likes the same season as you.

Someone who had a high point last week.

Someone who shares the same weekend activity.

TITLE OF SECTION: CHALLENGING YOUR PARADIGM
12:00-12:45 p.m. (45 minutes)

OBJECTIVE:

1. Participants will define a paradigm.

2. Participants will identify their own educational paradigm.

3. Participants will analyze his/her own paradigm to identify changes needed for IST implementation.

MATERIALS:

1. Video: "THE BUSINESS OF PARADIGMS", Joel Baker.

2. Video equipment

FORMAT:

1. Brief introduction

2. View video

3. Follow-up discussion

SET-UP: Classroom Style

PROCEDURES:

1. The leader will introduce the video.

2. Participants will view the video.

3. The leader will elicit viewer reaction and discussion.

TITLE OF SECTION: IST EXPECTATIONS
1:45-2:15 p.m. (30 minutes)

OBJECTIVES:

1. The participants will discuss what IST looks like in their building.
2. The participants will identify areas of improvement for IST within their building.
3. The participants will identify their expectations for training.

MATERIALS:

Newsprint
Markers
Masking Tape

FORMAT: Activity

SET-UP: School group within IST building teams

PROCEDURES:

1. Participants will be asked to meet with their ~~district~~ teams in small groups.
2. Each group will be given a piece of newsprint and a marker.
3. Each group will be asked to list those things they believe IST is ~~and~~ those things that IST is ~~not~~.

Example

What IST is in our building.	What we would like it to be.	What training do we need to get there?

4. Each group will be given 15 minutes to complete this activity.
5. Each group will put their newsprint up on the wall and select a spokesperson.
6. Each spokesperson will review for the larger group their team's responses.
7. Using the responses listed, the facilitator will point out those expectation which are correct and those which are not accurate.

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TITLE OF SECTION: ELEMENTS OF AN EFFECTIVE TEAM
2:30-3:45 p.m. (75 minutes)

OBJECTIVE:

1. Participants will be able to identify elements of effective team work.
2. Participants will understand the difference between task and maintenance rules.
3. Participants will be able to identify the elements of a feedback model.
4. Participants will assess their team by completed IST Component and Essential Elements of Team Building checklists.

MATERIALS:
Flip Chart
Overhead Transparencies
Overhead Projector
Checklists from Manual

FORMAT:
Lecture/Activity
Practice giving feedback in dyads
Completion of Checklist

SET-UP:
Classroom with dyads

PROCEDURES:

1. Presenter will brainstorm with participants and develop a listing of qualities of effective team members.
2. Presenter will brainstorm with participants and develop a list of qualities of ineffective team ~~members~~ behaviors.
3. Presenter will present a brief lecture on task and maintenance ideas in team work.
4. Presenter will demonstrate and convey a format for providing feedback. Review the rules and criteria of feedback.
5. Go over prepared newsprint to define and clarify feedback rules and criteria. Offer the formula:

   When you (state the behavior) I felt (state the feeling) and it made me want to (state the action or response).
6. Have the participants practice in dyads, giving positive feedback/receiving by saying thank you and/or seeking clarification.

7. Remaining in dyads, facilitators will distribute (4) prepared scenarios for each dyad to respond.

   Participant A will read critical situation #1 to participant B, who will give helpful feedback. Participants will alternate critical situations until all are covered.

8. While participants practice providing feedback, presenter circulates to provide additional modeling.

9. Presenter will have participants complete checklists of the Essential Elements of Team Building and IST components.

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TASK AND MAINTENANCE ROLES

Group objectives are of two broad types: (1) Task - Getting the job or group task done. (2) Building and maintenance - Keeping the group maintained in good working order. Task roles are those types of member behavior that aid a group in accomplishing its work. Examples of these roles might be: initiating, seeking information, giving information seeking opinions, giving opinion and clarifying. Maintenance roles are those that help the members of a group to work well together. Examples of maintenance roles might be: encouraging, expressing feelings, harmonizing, compromising, facilitating communication and setting standards or goals.

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Section Handouts

FEEDBACK

Review the Rules of Feedback

Definition: Feedback is information that allows a person to learn where he is in relationship to a specific objective or goal. Feedback is also a device for someone to obtain information about the effect his actions produce on others.

Feedback in a general global concept, says more about "yourself" when you're giving feedback, than it ever does about the person to whom you're giving feedback.

Feedback has in it risk in revealing how you perceive someone else's behavior, not authoritative definitive truth about that other person's behavior so, when you give feedback, while it's very delicate and people think you must be very gentle, so this person can hear what you're saying. Know that you must be somewhat responsible and examine your own integrity about what you give, when you give it, and how you can most honestly give it.

Criteria: It is important that feedback be transmitted in a helpful manner. The following list contains criteria that can help us insure that our feedback is as helpful as possible.

Usually helpful	Usually not helpful
Descriptive	Evaluate
Specific	General
Immediate	Delayed
Measurable	Not measurable
Solicited	Volunteered
Able to be checked out by receiver	Not able to be checked out
Leaves decision about what to do with the information to the receiver	Gives advice or solution
Possible to change	Not possible to change
New information	Old information

Feedback is best when solicited. You should not just dump and run. Also, when there is room to change, for example – I don't like your brown hair or I think you are short. Not very useful. Give something that's possible to change.

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For example:

FLIP CHART FORMULA

When you_____(name behavior)

I feel_____(state how you feel)

and it makes me want to_____(state response)
it can be anything

Given properly, feedback will not bring up the person's defenses. You need to continually practice this formula.

EXAMPLES:

When we're in new situations and you don't ask questions of people. it makes people and me feel that you're unfriendly. The person may begin to question if they do this in other situations.

NEGATIVE

When you don't participate with the group,
I feel upset
and it makes me question your commitment to this team.

POSITIVE

When you greet me with a hello in the hall,
I feel included
and it makes me want to say hello back.

When you make sure the group has a chance to ask questions,
I feel heard
and even if I don't have questions, I feel very settled inside.

EXERCISE/PRACTICE the formula about five minutes

Get in dyads - I'd like Participant A to deliver one piece of feedback to Participant B. It should be positive and based on interactions of this training.

EXERCISE/PRACTICE

Each dyad receives the critical situations sheet in order to practice giving and receiving feedback (Procedure #7).

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FEEDBACK PRACTICE - CRITICAL SITUATIONS

1. **How would you give feedback to a team member who is consistently late for meetings?**

2. **How would you give feedback to a team member who discloses confidential information outside of the team meetings?**

3. **How would you give feedback to a team member who comes to each meeting unprepared (i.e. does not bring the appropriate data)?**

4. **How would you give feedback to a team member who is subverting team agreed upon decisions outside of the team meeting?**

FORMULA TO USE WHEN GIVING FEEDBACK

When you (state/name the behavior)

I feel (state how you feel)

and it makes me want to (state the action or response)

ESSENTIAL ELEMENTS OF TEAM BUILDING

DIRECTIONS: Under each item, assess what has been addressed and generate ideas about how to do more, especially if little has been addressed in that area.

1. Team members acquire a common base of knowledge regarding their work as an Instructional Support Team.

_____Sufficient _____ Insufficient

What other knowledge would you like to acquire?

2. Team members have the opportunity to identify and be recognized for their skills, talents, and role capacity in which they contribute to the work of the team.

_____Sufficient _____ Insufficient

What skills would you like or would you like others to be recognized for?

3. Team members have the opportunity to refine and share their person philosophies and mission regarding their work at school and on this team.

_____Sufficient _____ Insufficient

What would you like to share and how would you like to do this?

4. The team has the opportunity to develop a common mission statement, operating procedures and expectations of each other as members of the team. (Write these down.)

_____Sufficient _____ Insufficient

What needs to be developed?

5. The team members have regular opportunities to work together toward common goals and are then given the tools to review their progress and the process - what we call team maintenance. (Commit to once per month meetings to do this.)

_____Sufficient _____ Insufficient

What would you like to see happen and how often?

6. The team is accountable as a functioning unit within the organization. (Reports to the faculty, community, board, central office. Feedback sessions at faculty meetings.)

_____Sufficient _____ Insufficient

What would you like to see happen and how often?

TITLE OF SECTION: "LOOKING AT THE WHOLE CHILD: SOURCE OF INFORMATION"
3:45-4:45 p.m. (60 minutes)

OBJECTIVE:

1. Participants will understand steps one through three of the IST Problem Solving Model.
2. Participants will identify resources for gathering information on the child.
3. Participants will understand the importance of gathering both behavioral and academic information on the child.

MATERIALS:

Newsprint/Markers
Overhead Transparency
Projector
Handouts

FORMAT:

Lecture and large group discussion/activity

SET-UP: Classroom

PROCEDURES:

1. Review briefly the six steps of IST Problem Solving.
2. Participants will be asked to read prepared case study. Presenters may use own case study or one supplied.
3. The facilitator will use the case study and lead a discussion on implementing steps 1 -3 of the Problem Solving Model. Leaders may present didactically or have team fit case into steps 1-3.
4. The facilitator will discuss how steps 4 through 6 will be addressed throughout the training.
5. The facilitator will introduce the Problem Solving and IST Components Checklists.

Section Handouts

Case Study: Jared

Jared is a third grade student who has never been retained. He is in the low reading group, and beginning to slip below what would be considered to be acceptable performance for even this group. The teacher has observed that his sight word pool is not as extensive as the other students in the group, and his word attack skills are poor. He reads in a slow, labored fashion, and often is not able to retell the story in his own words. Jared also has problems when trying to express himself in writing, particularly with his spelling.

In contrast to these difficulties, Jared does well in math and is good at oral presentations and in question and answer interactions when reading is not involved.

Lately, Jared has also displayed increasing levels of inappropriate behavior in school. He is inattentive and frequently off task. He is not completing his seatwork, rarely getting more than about half way through each assignment. He is not completing his homework, either. He frequently "bugs" other students resulting in classroom disturbances.

The guidance counselor has discussed the problem by phone with Jared's mother, who became angry and uncooperative during the conversation. Jared lives with his mother and two older sisters. His mother's friend, a long-distance truck driver, periodically lives with the family. There was a report of child abuse made by the second grade teacher last year when Jared came to school with a large welt on his face. The Children and Youth Agency has been involved with the family since that time.

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IST PROBLEM SOLVING STEPS

STEP 1	Initial Contact
STEP 2	Problem Identification
STEP 3	Goal Setting
STEP 4	Intervention Recommendations
STEP 5	Intervention Implementation
STEP 6	Evaluation/Redesign

INTEGRATING THE AT-RISK COMPONENT WITH COLLABORATE CONSULTATION

STEP 1 **Initial Contact**

Support teacher meets with referring teacher.
The teacher should be aware that the team will be addressing at-risk as well as academic indicators.
The teacher will be asked to gather information regarding life skill deficiencies, life stressors and behavior/performance data.

STEP 2 **Problem Identification**

Support teacher conducts curriculum based assessment.
The counselor/psychologist should e contacted to gather relevant at-risk data.
All additional information which might help to assess the problem should be gathered.

STEP 3 **Goal Setting**

A decision is made as to what areas will be addressed first.
If both an at-risk and academic areas were noted in the problem identification, one goal in each area should be addressed.
Observable/measurable goals should be established.

STEP 4 **Intervention Recommendations**

Specific strategies should be brainstormed as to possible interventions. A decision should be made as to what strategies should be implemented.

STEP 5 **Intervention Implementation**

Those strategies selected in step 4 should be implemented and monitored for effectiveness.

STEP 6 **Evaluation/Redesign**

The effectiveness must be evaluated with a recommendation for continuation of the same strategies or a need for further evaluation.

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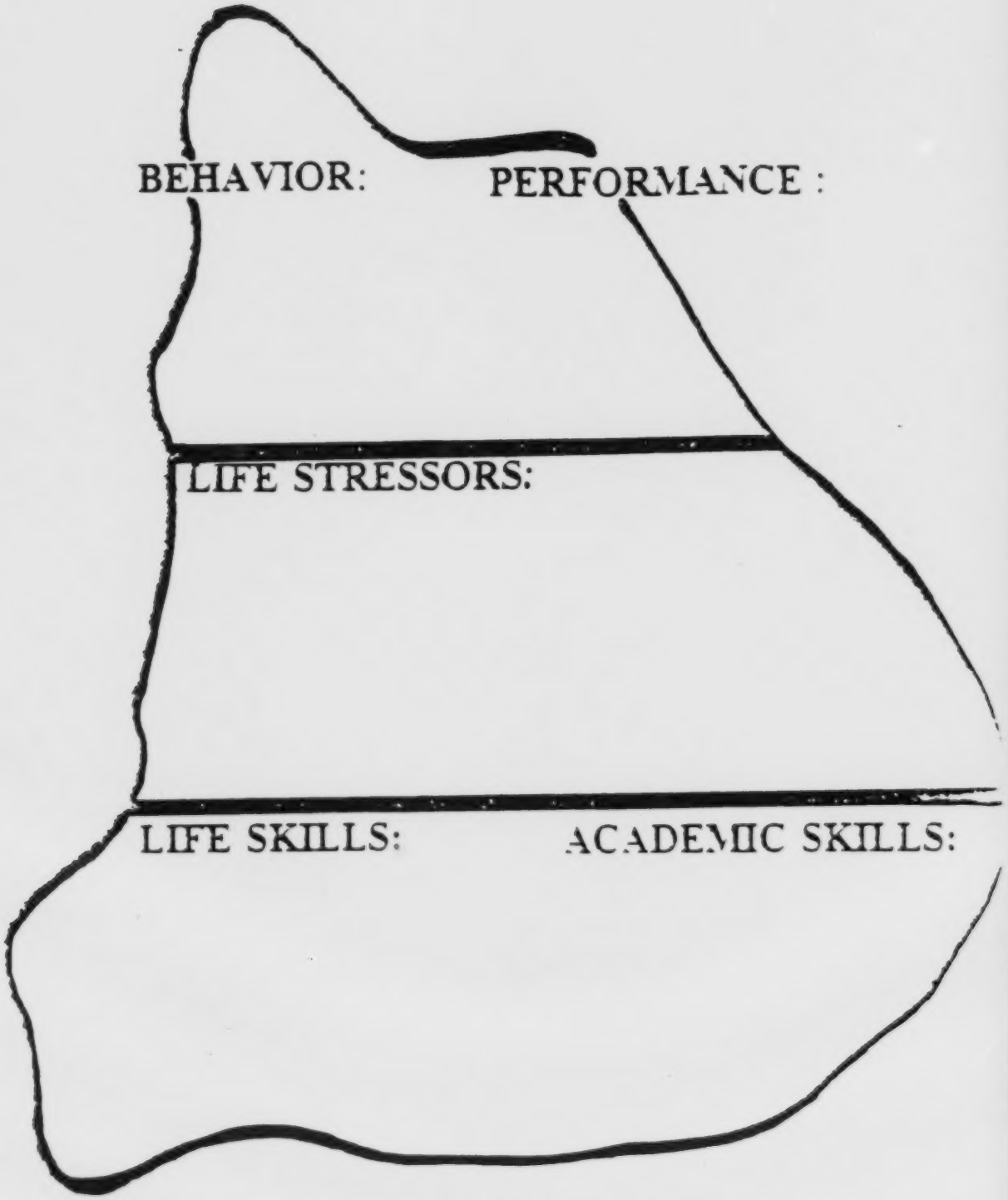
DATA COLLECTION



PROBLEM SOLVING CHECKLIST

_____Team has precisely identified the problem.

_____Team has set a precise goal for success for the student.

_____After problem and goal have been set, team uses a short brainstorming session to generate alternative ideas.

_____Team discusses possible outcomes for each suggestion and chooses a strategy that is acceptable to the classroom teacher.

_____Team identifies the staff who will be involved in the intervention (i.e. classroom teacher, support teacher, etc.) and the duties of each.

_____Team assigns a person to monitor/facilitate the intervention.

_____Team decides on how the intervention will be reviewed and evaluated.

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IST COMPONENTS CHECKLIST

____ A curriculum based assessment (CBA) of the student's academic skills in the area(s) of concern is conducted.

____ The student's instructional level in the area(s) of concern is identified.

____ The IST has assessed the student's life skill deficiencies in the areas of self-concept, social interaction, decision making, identification of feelings, and/or communication of feelings.

____ The IST has identified any life crisis areas that the student may be experiencing.

____ The student is taught at the instructional level in the area(s) of concern throughout the intervention period.

____ The IST determines the student's rates of acquisition and retention in the area(s) of concern throughout the intervention period.

____ The IST determines the student's degree of need at the end of the intervention period.

____ The IST analyzes the continuum of services in the school in developing a permanent intervention at the end of the intervention period.

____ The IST analyzes the continuum of services in the community in developing a permanent intervention at the end of the intervention period.

____ The IST refers for MDT evaluation if interventions do not produce desired progress.

____ The IST has developed and implemented adaptions of instructional materials and/or of testing procedures for use in the regular classroom.

____ In the case of behavior problems, the IST has developed and implemented an intervention based on principles of effective communication.

____ The IST has developed an intervention plan to deal with the life skill areas.

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TEAM BUILDING CHECKLIST

_____Team exhibits acequate knowlecge regarding their work as a team.

_____Team members were recognized for their contributions to the team process.

_____Team members had adequate opportunity to share perspectives and philosophical beliefs reagrding the case under consideration.

_____Team operating procedures seemed to be known by team members .

_____Team appeared to be sensitive to the needs of each team member.

_____Team appeared to recognize that it had accountabity as regards the outcome of their decision(s).

_____Leadership during the team meeting was evident.

_____Every team member had opportunity for participation.

_____Dissenting opinion was accepted and dealt with.

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INTERVENTION BRAINSTORM
(SAMPLE FORMAT)

I. Behavior Problem Area:

Intervention Strategies:

Performance Problem Area:

Intervention Strategies:

II. Life Stressors Problem Area:

Intervention Strategies:

III. Life Skill Problem Area:

Intervention Strategies:

Academic Problem Area:

Intervention Strategies:

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INTERVENTION BRAINSTORM
(SAMPLE FORMAT)

STRATEGY	CODING	A-Academic L-Life Skills S-Stressor

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

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TITLE OF SECTION: BUDDY SCHOOL ACTIVITY
7:00-8:30 p.m. (60 minutes)

OBJECTIVES:

1. The participants and teams will share the IST looks like in their district.
2. The participants will compare and contrast the qualities of IST between districts and teams.
3. The participants will answer the question for their buddy-team: "What is the parents role in IST?
4. The participants will answer the question for their buddy team: "How do we involve parents in the IST?"

MATERIALS: Team lists on newsprint the questions:

What is IST in _____ school?
What is the parents role...?
How do we involve parents...?

FORMAT: Small Group Discussions
Large Group Wrap-Up

SET UP: Small and Large Groups

PROCEDURES:

1. Divide the group into building teams.
2. Small groups should include two building teams each (12 people). Teams should not be paired with other teams from their district.
3. The training team should circulate and facilitate this activity.
4. Each team will be given 60 minutes to share their responses to the questions.
5. The last 15 minutes should be used as a debriefing with the entire group using, "I learned . . . " statements.

Training Day #2

DAY TWO
IST TEAM TRAINING

9:00 - 10:00 a.m. Announcements

- Welcome people to Day 2
- Describe Lunch with Colleagues:
  Go to table according to your job description
  (e.g., Support Teachers, etc.)
- Ask for unanswered questions, concerns from Day 1
- Make appropriate remarks about anything mentioned on index cards or on IST Expectations Feedback Sheet
- Re-orient to more index cards available for further comments
- Verify dinner count

Do energizer

Review Agenda for Day

- Activities
- Relation of activities to goals of training

Do activity: Demonstration of Team Meeting

10:00 - 10:15 a.m. Break

10:15 - 12:00 noon Simulation #1

12:00 - 1:00 p.m. Lunch with Colleagues

1:00 - 3:00 p.m. Simulation #2

3:00 - 3:15 p.m. Break

3:15 - 4:00 p.m. Case Study Debriefing

4:00 - 4:30 p.m. Vision Video

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4:30 - 4:45 p.m. Wrap Up

- Make sure participants fill out appropriate sections of evaluation.
- Suggest that people spend some time talking with fellow team members about any issues that may have arisen for them.
- Announce the pool times, movie title, any other "events" (if at Elizabethtown).
- Hand out blank index cards and ask people to write a word, sentence, etc. about how they're doing (don't comment on topics, sessions - comment on your feelings).

Remind participants that training begins at 8:30 a.m. Thursday morning.

5:00 - 6:00 p.m. Free Time

Announce available activities (swimming, walking, volleyball or basketball, running, etc.).

Remind participants about dinner time (6:00 - 7:00 p.m.)

6:00 - 7:00 p.m. Dinner

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IST TEAM TRAINING

AGENDA
DAY 2

	Time	Length of Session	Leader
Demonstration of Team Meeting	9:00 - 10:00 a.m.	60 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Break	10:00 - 10:15 a.m.	15 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Simulation #1	10:15 - 12:00 noon	1 hr. 45 minutes	

Trainer's Note:

	Time	Length of Session	Leader
Lunch with Colleagues	12:00 - 1:00 p.m.	60 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Simulation #2	1:00 - 3:00 p.m.	2 hours	

Trainer's Notes:

	Time	Length of Session	Leader
Break	3:00 - 3:15 p.m.	15 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Case Study Debriefing	3:15 - 4:00 p.m.	45 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Vision Video	4:00 - 4:30 p.m.	30 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Wrap-Up	4:30 - 4:45 p.m.	15 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Free Time	5:00 - 6:00 p.m.	60 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Dinner	6:00 - 7:00 p.m.	60 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Free Time	7:00 - On p.m.	60 minutes	

Trainer's Notes:

TITLE OF SECTION: DEMONSTRATION OF A TEAM MEETING
9:00-10:00 a.m. (60 minutes)

TIME OF SESSION: One hour

OBJECTIVES: To give participants the opportunity to identify and assess the application of collaborative problem solving and team building elements through observation of a demonstration of a team meeting.

MATERIALS: Case study (own or supplied)
Newsprint/Marker
Two blank nameplates for each position (front and back)
Observer Checklists

FORMAT: Large group brainstorming, observations of team; group discussion.

SET-UP: Chairs arranged in large circle around central area

PROCEDURES:

1. Recruit volunteers from the audience to be a team of six members. Get audience to suggest various positions (e.g., support teacher, principal, etc.).
2. Tell audience that they are directors of this play. Have them brainstorm what they want the players to do, that will facilitate effective team functioning. (No suggestions for negative team behaviors.)
3. Write ideas on newsprint.
4. Distribute checklists and divide group into three so that @1/3 group is monitoring role play on one checklist each. Advise that if they do see an item from another checklist to note it, but to focus on one checklist.
5. Tell group they will have 20 minutes to discuss the case.
6. One facilitator acts as requesting teacher, and presents case to group.
7. Volunteer team role plays as directed by group.
8. Call time after 20 minutes of role playing.
9. Review feedback techniques.
10. Solicit feedback from group.
11. If feedback is listed on newsprint already, put check by item. If not, add new items to other sheets of newsprint.

Section Handouts

Case Study: Greg

Greg's teacher: Greg is a fourth grade student who has had a number of problems in my class. He is having trouble in math...doesn't seem to know his multiplication facts and I wonder about division, too. He doesn't seem to know when to regroup and doesn't even know when to multiply when given word problems. He is an average reader, is quite verbal and does better than average in writing. While he completes his language arts and science homework, he rarely hands in his math homework. Most of his classwork in math is incomplete. His grades on tests run anywhere from 40 to 65.

Greg irritates the other students with his sarcasm and really has no friends in the classroom except for one boy who is small for his age and quiet but very bright. When he works with most other students he tends to be cruel if the student doesn't know the words or can't spell. But, when he is asked to work in a group in math, he wanders away and won't cooperate. He probably is afraid to show his weaknesses.

His mother says he is a longer; his father is out of town during the week and Greg has spent very little time with him. Both parents have been unable to help him with his math and can't afford a private tutor at this time.

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CASE STUDY A: Sam (Simulation #1)

Sam, a third grader, reads in a halting, word-by-word manner. His reading fluency is 38 words per minute (wpm), with 3-4 errors per minute (epm). He is interested in getting through the passage without regard to what is in the passage. He does not use reading as a skill to get information. His sight word pool and word attack skills are considered to be adequate for his age and grade placement.

Sam is also out of his seat on a frequent basis and often seems not to be paying attention. During a recent 30 minute classroom observation, Sam was out of his seat five times, and was off task for 40% of the time. In a recent interview, Sam's mother expressed her belief that Sam may have Attention Deficit/Hyperactivity Disorder, secondary to Fetal Alcohol Syndrome.

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CASE STUDY B: Sally (Simulation #1)

Sally is a sixth grade student who has become increasingly passive and withdrawn throughout the first half of the school year. She has no friends, and keeps to herself on the bus and on the playground. She is poorly groomed. Her parents are unemployed, and Sally participates in the free lunch program. When she does talk, Sally often makes negative comments about herself, and often expresses a lack of confidence in doing her academic work. She rarely completes her homework.

Sally is an equally passive learner in academic areas. While her oral reading fluency is usually measured at over 100 words per minute with 2 or less errors, she frequently cannot recall the main idea or specific details about what she read. When asked to make a question out of a sentence, she cannot do so. She does not report using self-questioning techniques to guide her comprehension when reading.

Sally gets poor grades in content subjects, due to her poor performance in tests, as well as her failure to hand in homework. Sally's progress in math is considered to be acceptable for her age and grade placement.

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TITLE OF SECTION: SIMULATION NUMBER 2
FOLLOW-UP MEETING
1:00-3:00 p.m. (2 hours)

OBJECTIVES:

1. Teams will simulate a team meeting using collaboration to problem solve.
2. Teams will evaluate the effects of an existing intervention plan.
3. Teams will redesign an existing intervention plan.
4. Teams will analyze student's degree of need and decide on referral for MDE.
5. Teams will critique another team's ability to problem solve and function as a team.

MATERIALS: Case studies
Observer Checklists

FORMAT: Simulation

SET-UP: Large group for introduction; divide into buddy teams for activity.

PROCEDURES: (Instruct teams to reconvene after break into one room for Case A teams and another for Case B teams).

1. Introduce the content.
2. Two buddy teams work together via fishbowl process.
3. Instruct teams to decide which team will simulate first (Team A).
4. Distribute copies of Case Study A to all. Instruct teams that they will have 20 minutes for each role play and 20 minutes for feedback.
5. Team A role plays according to position they actually hold (e.g., principal plays the principal, etc.). One person from Team B keeps time: Give 5 minute warning, and break at end of 20 minutes.
6. Team B observes using Observer Checklists. Advise group to use different checklist section than they did in Demonstration Activity.
7. Team A reviews own process first, describing their own reactions to their work with the case.
8. Team B gives feedback to Team A, using Observer Checklists, and emphasizing appropriate feedback techniques.
9. Approximately 40 minutes after groups begin role play, terminate feedback session and introduce Case B.
10. Team B role plays: Team A observes according to steps 5 - 8.
11. Terminate session approximately 40 minutes after introduction of Case B

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TEAM BUILDING CHECKLIST

_____Team exhibits adequate knowledge regarding their work as a team.

_____Team members were recognized for their contributions to the team process.

_____Team members had adequate opportunity to share perspectives and philosophical beliefs reagrding the case under consideration.

_____Team operating procedures seemed to be known by team members .

_____Team appeared to be sensitive to the needs of each team member.

_____Team appeared to recognize that it had accountabity as regards the outcome of their decision(s).

_____Leadership during the team meeting was evident.

_____Every team member had opportunity for participation.

_____Dissenting opinion was accepted and dealt with.

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IST COMPONENTS CHECKLIST

____ A curriculum based assessment (CBA) of the student's academic skills in the area(s) of concern is conducted.

____ The student's instructional level in the area(s) of concern is identified.

____ The IST has assessed the student's life skill deficiencies in the areas of self-concept, social interaction, decision making, identification of feelings, and/or communication of feelings.

____ The IST has identified any life crisis areas that the student may be experiencing.

____ The student is taught at the instructional level in the area(s) of concern throughout the intervention period.

____ The IST determines the student's rates of acquisition and retention in the area(s) of concern throughout the intervention period.

____ The IST determines the student's degree of need at the end of the intervention period.

____ The IST analyzes the continuum of services in the school in developing a permanent intervention at the end of the intervention period.

____ The IST analyzes the continuum of services in the community in developing a permanent intervention at the end of the intervention period.

____ The IST refers for MDT evaluation if interventions do not produce desired progress.

____ The IST has developed and implemented adaptions of instructional materials and/or of testing procedures for use in the regular classroom.

____ In the case of behavior problems, the IST has developed and implemented an intervention based on principles of effective communication.

____ The IST has developed an intervention plan to deal with the life skill areas.

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PROBLEM SOLVING CHECKLIST

_____Team has precisely identified the problem.

_____Team has set a precise goal for success for the student.

_____After problem and goal have been set, team uses a short brainstorming session to generate alternative ideas.

_____Team discusses possible outcomes for each suggestion and chooses a strategy that is acceptable to the classroom teacher.

_____Team identifies the staff who will be involved in the intervention (i.e. classroom teacher, support teacher, etc.) and the duties of each.

_____Team assigns a person to monitor/facilitate the intervention.

_____Team decides on how the intervention will be reviewed and evaluated.

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Section Handouts

CASE STUDY A: Sam (Simulation #2)

As a result of the IST's interventions, Sam's reading fluency is currently 44 words per minute, with two errors per minute. He seems somewhat more interested in reading in school.

During the final observation prior to this team meeting, Sam was observed to be out of his seat twice during the 30 minute session, and was on task 70% of the time.

Sam's mother has reported that she is considering attending the Alcoholic's Anonymous Program.

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CASE STUDY B: Sally (Simulation #2)

As a result of intervention by the IST, Sally is now completing about 50% of her homework. She has not expressed negative comments about herself for a two week period, but still seems ill at ease with other students. She will participate in group games, when directed to do so by the teaching staff.

In reading, Sally is using self-questioning techniques when cued by the teacher, but has not begun to use them spontaneously. She is better able to give details of what she reads when she uses the technique.

Sally received passing grades on the last social studies and science tests, which were adapted by her teacher.

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TEAM BUILDING CHECKLIST

_____Team exhibits adequate knowledge regarding their work as a team.

_____Team members were recognized for their contributions to the team process.

_____Team members had adequate opportunity to share perspectives and philosophical beliefs reagrding the case under consideration.

_____Team operating procedures seemed to be known by team members .

_____Team appeared to be sensitive to the needs of each team member.

_____Team appeared to recognize that it had accountabity as regards the outcome of their decision(s).

_____Leadership during the team meeting was evident.

_____Every team member had opportunity for participation.

_____Dissenting opinion was accepted and dealt with.

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IST COMPONENTS CHECKLIST

____ A curriculum based assessment (CBA) of the student's academic skills in the area(s) of concern is conducted.

____ The student's instructional level in the area(s) of concern is identified.

____ The IST has assessed the student's life skill deficiencies in the areas of self-concept, social interaction, decision making, identification of feelings, and/or communication of feelings.

____ The IST has identified any life crisis areas that the student may be experiencing.

____ The student is taught at the instructional level in the area(s) of concern throughout the intervention period.

____ The IST determines the student's rates of acquisition and retention in the area(s) of concern throughout the intervention period.

____ The IST determines the student's degree of need at the end of the intervention period.

____ The IST analyzes the continuum of services in the school in developing a permanent intervention at the end of the intervention period.

____ The IST analyzes the continuum of services in the community in developing a permanent intervention at the end of the intervention period.

____ The IST refers for MDT evaluation if interventions do not produce desired progress.

____ The IST has developed and implemented adaptions of instructional materials and/or of testing procedures for use in the regular classroom.

____ In the case of behavior problems, the IST has developed and implemented an intervention based on principles of effective communication.

____ The IST has developed an intervention plan to deal with the life skill areas.

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PROBLEM SOLVING CHECKLIST

_____Team has precisely identified the problem.

_____Team has set a precise goal for success for the student.

_____After problem and goal have been set, team uses a short brainstorming session to generate alternative ideas.

_____Team discusses possible outcomes for each suggestion and chooses a strategy that is acceptable to the classroom teacher.

_____Team identifies the staff who will be involved in the intervention (i.e. classroom teacher, support teacher, etc.) and the duties of each.

_____Team assigns a person to monitor/facilitate the intervention.

_____Team decides on how the intervention will be reviewed and evaluated.

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TITLE OF SECTION: CASE STUDY DEBRIEFING
3:15-4:00 p.m. (45 minutes)

OBJECTIVES:	Teams will share their analyses of case studies and compare and contrast different approaches to resolution of case.
MATERIALS:	Case studies
FORMAT:	Two groups: those who did Case A, and those that did Case B.
SET-UP:	Two large rooms

PROCEDURES:

1. Have one member from each team present their intervention plan and post-intervention decision to the group.
2. Record ideas on newsprint.
3. Highlight similarities and differences, allowing for a free-flowing discussion.

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TITLE OF SECTION: VIDEO ON "VISION"
4:00-4:30 p.m. (30 minutes)

OBJECTIVE: Participants will reflect on role of vision in promoting change for school improvement through the IST.

MATERIALS: Video tape
Video tape player

FORMAT: Video shown to large group

SET-UP: Theater style

PROCEDURES:

1. Describe rationale for video based on above objective.
2. Encourage participants to use concepts from video during Program Planning activity on Day 3.

Training Day #3

DAY THREE
IST TEAM TRAINING

8:30 - 8:35 a.m.	Agenda Setting
8:35 - 10:15 a.m.	Team Maintenance
10:15 - 10:30 a.m.	Break
10:30 - 10:45 a.m.	Program Development
10:45 - 12:15 p.m.	Action Planning
12:15 - 12:30 p.m.	Evaluations Wrap-Up Closure

IST TEAM TRAINING

AGENDA
DAY 3

	Time	Length of Session	Leader
Agenda Setting	8:30 - 8:35 a.m.	5 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Team Maintenance	8:35 - 10:15 a.m.	1 hr. 40 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Break	10:15 - 10:30 a.m.	15 minutes	

Trainer's Note:

	Time	Length of Session	Leader
Program Development	10:30 - 10:45 a.m.	15 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Action Planning	10:45 - 12:15 p.m.	1 hr., 30 minutes	

Trainer's Notes:

	Time	Length of Session	Leader
Evaluation Wrap-up Closure	12:15 - 12:30 p.m.	15 minutes	

Trainer's Notes:

TITLE OF SECTION: TEAM MAINTENANCE
8:35-10:15 a.m. (1 hr 40 minutes)

OBJECTIVES:

1. To explain the concept of team maintenance.
2. To review the factors that influence core team functioning (i.e., task and maintenance).
3. To explain the key developmental issues of a group.
4. To participate in a maintenance activity.

MATERIALS:

Overheads:

1. Inclusion, Control and Affection

Handouts:

1. Inclusion, Control and Affection in Groups
2. Maintenance Activity (I, C, A Checklist)
3. Factors that influence Team Functioning
4. "Team Killers"
5. Feedback Formula
6. Eight Characteristics of Effective Groups
7. Eleven Commandments for an Enthusiastic Team

FORMAT: Lecture
Team Activity

SET-UP: Break-out rooms for maintenance activity

PROCEDURES:

1. Introduce team maintenance concept.
2. Review factors that influence team functioning.
3. Review each component of Inclusion, Control, and Affection. Role play each component by giving the volunteers a prepared scenario. The volunteers will role play the inadequate and also the adequate aspects of the component.

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4. Introduce the maintenance activity by explaining how to complete the Inclusion, control and affection checklist.

   a. Each participant will check (x) the statements that relate to them as a member of this team. They should check applicable statements under each of the three categories (Inclusion, Control and Affection).

   b. For each category (Inclusion, Control and Affection), the participant will also state one pleasure and one concern for that topic. For example, my main pleasure under inclusion might be that I feel loyal to the group. I would then write that down for my pleasure.

   c. Give the participants at least 5 minutes to complete the individual checklist before they join their team members.

5. Once everyone has completed their individual checklists, the facilitator explains the directions to review the areas of inclusion, control and affection with the team members. See "Maintenance Activity Instructions" handout. The facilitator instructs the teams to proceed to their assigned break-up rooms to conduct a mini-maintenance session. Make sure all teams understand the activity instructions. Please advise the teams of the 30 minute time frame for this activity. They need to be aware that this will not be enough time to complete the entire review. A maintenance session utilizing this checklist is usually facilitated by a consultant, not working with the team, and is approximately 2 1/2 - 3 hours in length. Please make sure each team receives a 5 minute warning to bring closure to their activity.

6. The training team should circulate during this activity. Be available to any team that needs assistance for whatever reason (heated discussion, uncovers true maintenance problems, closure, etc.).

TEAM MAINTENANCE

Definition of Maintenance:

Those activities and interactions designed to promote cooperation and respectful working relationships between core team members so that they may effectively work together as a problem-solving group in dealing with at-risk students.

Maintenance Goals:

1. To assist teams in identifying communication patterns which inhibit their ability to work together.
2. To assist teams in identifying group behaviors which inhibit their ability to work together.
3. To assist teams in formulating manageable plans to remedy the above.
4. To facilitate evaluation of the teams' functioning and its impact on program effectiveness and individual team member satisfaction.

Maintenance is *NOT* designed:

1. To get everyone to become friends.
2. To get everyone to see things from the same point of view.
3. To do individual or group therapy.

Factors that influence team functioning:

1. Tasks:

   - What is the philosophy, scope, and mission of the program?
   - Do all team members agree?
   - What are the time constraints?
   - Is there district support for the program?
   - How were team members chosen (volunteers, forced, nominated)?

2. Group Norms:

   - Who does what to whom?
   - How do members interact?
   - What is the extent of participation?
   - How is conflict handled?
   - Do members feel accepted or rejected?
   - Are personal needs recognized?
   - Are agency liaisons accepted as part of team?

Common Problems .....

- low attendance at meetings
- dominating person
- don't feel free to contribute
- lack of trust
- hidden agendas
- lack of commitment
- member(s) excluded
- cliques
- administrator dictates

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3. Decision-Making Process:
   - How are decisions made?
   - Who makes the decisions?
   - Does the group follow through with decisions?

4. Leadership:
   - Is leadership shared?

5. Structure:
   - Were procedures designed and are they followed?
   - Are there agendas at meetings?

6. Feedback:
   - Is feedback given and accepted?

Inclusion, Control, and Affection:

Review each component by utilizing the Inclusion, Control and Affection overheads. Role play inadequate and adequate situations for inclusion, control and affection.

Think of your past experiences working in groups, school, community, church (any type of group). Recall those experiences that were satisfiers in your group experience and those that were dissatisfiers, often times leaving you frustrated. Present a model of group process to explain the satisfactory/dissatisfactory experiences in group experiences. Developed by William Shultz (1972).

Key Terms: (Inclusion/Control/Affection (Trust)
Individually based model-for (Group Process) Members of the group are able to access where they are in the group process. The group moves through the process: Inclusion/Control/Affection and starts the cycle over again but at a different level/depth. When concerns of one phase are resolved, the group moves on to the next phase.

When Inclusion is adequate:
- Attendance is high
- Absent members are kept informed
- Members will anticipate meetings
- Individual needs are recognized and accepted
- Participation is general (everyone contributes)
- Good interaction among all members
- Share goals/attention is high
- Work cooperatively
- Group Loyalty
- Members accepted

When Inclusion is Inadequate:
- Attendance is poor/late arrivals
- Absent members not kept informed
- Members don't care if the group meets
- Little interaction during meetings/participation
- Participation is uneven
- Lack of clear goals/individual needs and skills are not recognized
- Membership will have little meaning
- Some members will feel excluded
- Little group feeling
- Lack of confidence in the group

Key Words: Do I feel IN or OUT

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Role Play: I'd like to illustrate inclusion in another way - 3 volunteers (get names - ask 2 to discuss upcoming party and include #3. #3 try to include yourself. How did it feel (to the 2; #3 re-role play the scene to include the third person. How did it feel? Thank you.)

Next phase in group process is control:

When control is adequate: Decision-making processes are clear
Hats can be left outside the team meeting
Conflict will be accepted and dealt with openly
Leadership share/power distributed/the team
follow-through on decisions
Bargaining will take place/concensus can be reached
Productivity high/mutual respect/accept responsibilities for their actions
Cooperation high
People see where they fit

Key Words: Do I feel on the TOP - part of the group decisions or BOTTOM - left out and the last person to be involved - excluded in decisions

I'd like to illustrate Control - with a role play: 2 volunteers (person 1 asks person 2 to plan an in-service-giving full control. Two weeks later-check back with person 2. Try to take control - get in the way - try to change things - show lack of confidence. How did it feel? Re-role play one week later scene - providing assistance. Ask again - How did it feel?

The third phase of group process is Affection/Trust:

Affection is adequate:
Communication is open and honest
feelings are expressed
Members accept feedback
Trust
Share
Members are free to be different
Receptive to new ideas and change
Feelings of closeness
Reciprocity and support
Satisfaction from membership
Members will be friends

Affection is inadequate:
Communication is limited
Members withhold information
No trust
Feel rejected
Social distance
Few close friends in group
Some members will dislike others
Hostile toward new ideas
Much dissatisfaction is expressed
Selfishness and jealousy will be open/present

Key Words: Do you feel Open and Trusting/or closed/not trusting

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Section Handouts

INCLUSION, CONTROL, AND AFFECTION IN GROUPS

This version of group growth was developed by William C. Schutz. The following description has been adapted from his book, The Interpersonal Underworld.

The key terms are Inclusion, Control, and Affection. [illegible] start with Inclusion concerns, then move into Control and then to Affection. The cycle then starts over again but at a different depth or level. When the concerns of one phase are sufficiently resolved for the group to have energy for other things, it then move on to the next phase. Each time it returns to a particular phase it goes deeper. When a group ends, the final sequence is Affection--Control--Inclusion.

Inclusion Adequate:

The group's attendance will be high. Absent members will be kept informed. Members will anticipate meetings and activities. Induvidual needs will be recognized and accepted. Participation will be general. Good interaction and attention will be evidenced. Group will be committed to shared goals and work cooperatively for their attainment. There will be group loyalty and group feeling. All members will be accepted.

Inclusion Inadequate:

The group's attendance will be poor. Members will seldom arrive on time. Absent members will not be told of the place of the next meeting or of the events of the meeting they missed. Some members will feel excluded. Members will not care if the group meets. There will be little interaction. Participation will be uneven. Club will lack clear goals. Members may have trouble cooperating. There will be little action. Individuals needs will not be recognized. Membership will have little meaning. There will be little group feeling. There will be a lack of confidence.

Control Adequate:

Decision-making processes will be clear. Conflict will be accepted and dealt with openly. Leadership roles will be shared. Power will be distributed. Structure for the sake of controlling will not be necessary. Group will follow through on decisions. Much bargaining will take place. Group will accept responsibility for their actions. Cooperation will be high. Members will respect each other.

Control Inadequate:

Decision-making processes will be poor. The power struggle will be constant and debilitating. Leadership will be lacking. Group will be highly competitive and critical. There will be constant infighting. Individuals may be irresponsible and dependent. Confusion will reign. Decisions will be impos There will be indiscriminate opposition. A few members will tend to dominate. Group will often be deadlocked. Some membe will be passive and restrained with little will to achieve.

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Affection Adequate:

Communication will be valid (i.e., open and honest). Feelings will be expressed. Members will accept feedback. Members will trust each other. There will be liking of each other and members will have the freedom to be different. They will be receptive to new ideas and change. Members will have a feeling of closeness. They will share. There will be reciprocity and support. They will gain satisfaction from membership and group life in and outside of the meetings. Members will be friends.

Affection Inadequate:

Communication will be limited. Exposure will be almost non-existent. Members will withhold feedback. Members will not trust each other. Few members will have close friends in the group. Social distance will be evident. Some members will dislike others. Deviancy from the norm will be objectionable. Members will be hostile toward new ideas. Many will feel rejected. Selfishness and jealousy will be open. Much dissatisfaction will be expressed about the group.

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Credit: William C. Schutz. The Interpersonal Underworld, New York, Holt, Rinehart and Winston. Out of print but available in libraries.

TEAM MAINTENANCE
INDIVIDUAL CHECKLIST

Inclusion

Pleasure:

_____ I regularly attend IST meetings.
_____ If absent I will be kept informed.
_____ I look forward to meetings and activities.
_____ My needs are recognized and accepted.
_____ I interact well with other members.
_____ I believe we are all committed to shared goals.
_____ I feel loyal to the group.
_____ I am an accepted member of the team.

Concern:

Control

Pleasure:

_____ I clearly understand and support the decision making process.
_____ I see conflict accepted and dealt with openly.
_____ I feel leadership is shared fairly.
_____ I believe power is evenly distributed.
_____ I see the team following through on decisions made.
_____ I see open and honest bargaining.
_____ I feel part of the productive group.
_____ The group accepts responsibility for its action.
_____ I sense a spirit of cooperation among group members.
_____ I sense a spirit of cooperation among group members.

Concern:

Affection

Pleasure:

_____ I see open and honest communication among members.
_____ I am free to express my feelings.
_____ I am willing to give and receive feedback.
_____ I trust the other members of my team.
_____ I like being a part of this team.
_____ The team is open to new ideas.
_____ I am close to other team members.
_____ I feel support from other team members.
_____ I feel group members respect each other.

Concern:

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MAINTENANCE ACTIVITY INSTRUCTIONS

I. Review of Inclusion

1. Individual members review their checklist and discuss pleasures and concerns.
2. Listing made on newsprint or chalkboard.
3. Additional feedback or clarification is required.
4. Common issues noted.

II. Review of Control

1. Individual members review their checklist and discuss pleasures and concerns.
2. Listing made on newsprint or chalkboard.
3. Additional feedback or clarification requested.
4. Common issues noted.

III. Review of Affection

1. Individual members review their checklist and discuss pleasures and concerns.
2. Listing made on newsprint or chalkboard.
3. Additional feedback or clarification requested.
4. Common issues noted.

IV. Problem Solving and Action Planning

VI. Feedback on Maintenance Session (How was this helpful or not?)

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FACTORS THAT INFLUENCE TEAM FUNCTIONING

TASKS

What is the philosophy, scope, and mission of the program?
Do all team members agree?
How were team members chosen (volunteers, nominated, selected)?
What are the time constraints?

GROUP NORMS

How do members interact?
What is the extent of participation?
How is conflict handled?
Do members feel accepted or rejected?
Are personal needs recognized?

DECISION MAKING PROCESS

How are decisions made?
Who makes the decisions?
Does the group follow through with decisions?

LEADERSHIP

Is leadership shared?

STRUCTURE

Were procedures designed and are they followed?
Are there agendas at meetings?

FEEDBACK

Is feedback given and accepted?

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17. **Ineffective Programming, or Programming that Does Not Impact the Knowledge, Attitudes, Skills and Behavior of Participants**

Signs of this problem include:

a. Programs that are too short to have an impact on participants
b. Poor program design

18. **Ineffective Use of "Consultant Expertise"**

Signs of this problem include:

a. Lack of scheduling of consultant resources
b. Lack of specificity in consultant's role
c. Inattention to ways the consultant can assist in program planning and problem-solving

19. **Inability to Recover from "Program Failure"**

Signs of this problem include:

a. Loss in team membership
b. "Depression" and "down" feelings among members
c. Talk of "giving up" and not wanting to take the risk of trying again

20. **Failure to Recognize When the Team Has Done an Outstanding Job and When the Team's Work is Finished**

Signs of this problem include:

a. A sense of accomplishment, but feelings of guilt about "quitting"
b. Trying to "beat a dead horse"

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EIGHT CHARACTERISTICS OF EFFECTIVE GROUPS

1. Groups goals -- clearly understood, relevant

2. Communication -- ideas and feelings are communicated clearly and accurately
   -look at what is being said, and how, to whom it is said

3. Leadership -- needs to be distributed evenly among all members

4. Decision-Making -- is it matched to the need of the situation?
   -whenever possible, it is best to involve as many people as possible (consensus)

5. Power and Influence - are they equal throughout the group?

6. Conflicts -- normal, to be encouraged
   -typical strategies = win/lose; problem-solving

7. Group Cohesion -- at a high level

8. Problem-Solving -- solved with minimal energy? permanently?

   Five Steps:
   1. Defining the problem
   2. Diagnosing how big it is and what causes it
   3. Formulating alternative strategies/plans
   4. Deciding upon and implementing the most desirable strategy
   5. Evaluating the success of the strategy used

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From: Johnson, David W. and Frank P. Joining Together: Group Theory and Group Skills. Englewood Cliffs, NJ; Prentice-Hall, Inc., 1975.

11 COMMANDMENTS FOR AN ENTHUSIASTIC TEAM

- Help each other be right, rather than wrong.
- Look for ways to make new ideas work, rather than for reasons they won't.
- If in doubt, check it out, rather than making negative assumptions.
- Help each other win and take pride in each other's victories.
- Speak positively about each other and about your organization at every opportunity.
- Maintain a positive mental attitude no matter what the circumstances.
- Act with initiative and courage as if all depends on you.
- Do everything with enthusiasm - it's contagious.
- Believe in what you are doing, never give up.
- Whatever you want - give it away.
- HAVE FUN!

INCLUSION iNADEQUATE

ATTENDANCE POOR

LATE ARRIVALS

ABSENT MEMBERS NOT INFORMED

MEMBERS DON'T CARE IF THE GROUP MEETS

LITTLE INTERACTION

LACK CLEAR GOALS

INDIVIDUAL GOALS NOT RECOGNIZED

MEMBERSHIP WILL HAVE LITTLE MEANING

LITTLE GROUP FEELING

LACK OF CONFIDENCE

OVERL D

INCLUSION ADEQUATE

ATTENDANCE HIGH

ABSENT MEMBERS INFORMED

MEMBERS WILL ANTICIPATE MEETINGS

INDIVIDUALS NEEDS RECOGNIZED AND ACCEPTED

PARTICIPATION GENERAL

GOOD INTERACTION

SHARED GOALS

WORK COOPERATIVELY

GROUP LOYALTY

MEMBERS ACCEPTED

81

80

CONTROL INADEQUATE

DECISION-MAKING PROCESSES POOR

POWER STRUGGLE CONSTANT

LEADERSHIP LACKING

GROUP COMPETITIVE AND CRITICAL

CONSTANT INFIGHTING

GROUP DEADLOCKED

INDIVIDUALS IRRESPONSIBLE AND DEPENDENT

CONFUSION WILL REIGN

DECISIONS WILL BE IMPOSED

FEW MEMBERS DOMINATE

MEMBERS PASSIVE

INDISCRIMINATE OPPOSITION

82

83

CONTROL ADEQUATE

DECISION-MAKING PROCESSES CLEAR

CONFLICT WILL BE ACCEPTED AND DEALT WITH OPENLY

LEADERSHIP SHARED

POWER DISTRIBUTED

FOLLOW-THROUGH ON DECISIONS

BARGAINING WILL TAKE PLACE

PRODUCTIVE

RESPECT

ACCEPT RESPONSIBILITY FOR THEIR ACTIONS

COOPERATION HIGH

84

85

AFFECTION INADEQUATE

COMMUNICATION LIMITED

WITHHOLD FEEDBACK

NO TRUST

FEEL REJECTED

SOCIAL DISTANCE

FEW CLOSE FRIENDS IN GROUP

SOME MEMBERS WILL DISLIKE OTHERS

DEVIANCY WILL BE OBJECTIONABLE

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HOSTILE TOWARD NEW IDEAS

MUCH DISSATISFACTION EXPRESSED

SELFISHNESS AND JEALOUSY WILL BE OPEN

AFFECTION ADEQUATE

COMMUNICATION OPEN AND HONEST

FEELINGS EXPRESSED

MEMBERS ACCEPT FEEDBACK

TRUST SHARE

FREEDOM TO BE DIFFERENT

RECEPTIVE TO NEW IDEAS AND CHANGE

FEELING OF CLOSENESS

RECIPROCITY AND SUPPORT

SATISFACTION FROM MEMBERSHIP

MEMBERS WILL BE FRIENDS

TITLE OF SECTION: PROGRAM DEVELOPMENT/ACTION PLANNING
10:30 - 10:45 (15 minutes)/10:45 a.m. - 12:15 p.m. (1 hr 30 minutes)

OBJECTIVES: The participants will understand the key components in program development which need to be addressed in implementation of the IST process.

MATERIALS:

Overhead
1. Program Checklist

Handouts
1. Action Planning Checklist
2. District Program Planning Document

District Action Plan Copy

FORMAT:
Lecture
Small Group Activity
Large Group Debrief

PROCEDURE:

1. Using the overhead, review for participants the essential elements to be addressed in program implementation.

2. Review the checklist and action planning document. Give the following directions:

   Divide the group into district teams to go through:
   First - the checklist. (Action Planning Checklist)
   Second - present district action plan
   Third - program planning document.

   Any items not already incorporated into the present district action plan would be noted on the planning document as needed to be accomplished, person responsible, and date to be completed.

   The support teacher should facilitate these sessions.

3. At the end of the time, each team should have a completed planning document to take back to the district.

4. Teams are to meet with their consultant as a large group and debrief themes found in common, concerns, and pleasures of the planning process.

LOGISTICS: Spread teams around the training facility for this activity so that each team will have space and quiet to develop their plans.

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Section Handouts

PROGRAM DEVELOPMENT

TEAM NEEDS

- COMMON PLANNING TIME
- MEETING PLACE
- CHAIR AND PLAN FOR ROTATION
- NOTE TAKER
- PROCEDURES FOR MINUTES
- PLAN FOR CASE MANAGEMENT

INSERVICE NEEDS

- FACULTY
- SCHOOL BOARD
- SUPPORT STAFF
- PARENTS
- COMMUNITY
- TEAM

RECORD KEEPING/CASE MANAGEMENT

- IST PROCEDURES
- STORAGE
- MONITOR

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POLICY AND PROCEDURES

- PROCEDURE FOR RECEIVING REFERRALS
- PROCEDURE FOR HANDLING REFERRALS
- FLOW CHART OF SERVICES

REFERRALS TO OUTSIDE AGENCIES

- IDENTIFY AGENCIES
- WHEN WILL THEY BE USED?
- GET ACQUAINTED
- ESTABLISH CONTACT PERSON
- TYPE OF INFORMATION NEEDED
- CONFIDENTIALITY
- CONFLICT RESOLUTION PROCESS

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ACTION PLANNING CHECKLIST
INSTRUCTIONAL SUPPORT TEAM PROGRAM

This checklist was designed to be a tool to assist Instructional Support Teams in developing their Action Plans. You may choose to address part, all or more than what is included in this checklist.

1. TEAM

____ Establish a schedule for common meeting periods.

____ Establish meeting place.

____ Appoint a team member to chair meetings and a plan to rotate this duty.

____ Appoint someone to take notes at meetings and a plan to rotate this duty.

____ Design a form for minutes from each meeting.

____ Design a case management plan.

____ Have established time when Team members will be available to meet with students, parents and/or staff.

____ Other needs: _____

_____

_____

2. INSERVICING AND ORIENTATION FOR SCHOOL AND COMMUNITY

____ A. Faculty

____ Date(s) to be inserviced.

____ Content of inservice.

____ Who will conduct inservice?

____ Plan to maintain awareness, solicit input and suggestions, and to determine need for further training on specific areas.

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3. RECORD KEEPING/CASE MANAGEMENT

____ A. Development of IST forms (Procedures for documenting IST)

____ Who will coordinate this activity?

____ B. Record Keeping and Storage

____ Have established a site where records will be stored.

____ Who will monitor coordinate this activity?

4. POLICY AND PROCEDURES/ADMINISTRATIVE GUIDELINES

____ A. Administrative Guidelines/Operating Procedures for IST

____ Establish procedure for receiving referrals.

____ Establish procedure for handling of IST records.

____ Establish flow chart for IST. (Including ways people can be referred to IST and possible dispositions of cases.)

____ Other as needed to insure clarity and consistency of program activities–responsibilities.

5. REFERRALS TO OUTSIDE RESOURCES

____ A. Agency Coordination

____ Identify community agencies who may receive IST referrals (e.g. Children and Youth Services).

____ Inform agency staff of the existence and purpose of the Instructional Support Program.

____ Establish an agency contact person(s) for your district.

____ Discuss the type, amount and frequency of information to be shared between the agency and school.

____ Discuss confidentiality issues and regulations as they apply to the district and this specific agency.

____ Establish a process for resolving conflicts which may arise.

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____ B. School Board and Administration

____ Date to provide orientation.

____ Content of orientation.

____ Who will conduct orientation.

____ How will Board be kept informed on the status of the program?

____ C. Support Staff (e.g. Cafeteria Workers, Custodians, Secretaries, Bus Drivers, etc.)

____ Date(s) to provide orientation.

____ Content.

____ Who will conduct orientation.

____ D. Parents

____ How will they be informed of the program?

____ Who will coordinate this?

____ When will information be disseminated (should be concurrent with student orientation).

____ Plan to maintain program awareness.

____ E. Community

____ Identification of key people, agencies, organizations, who need to know about the program. (e.g. law enforcement and judicial, children and youth, clergy, Civic Groups, etc.)

____ Content established based on target audience.

____ Who will provide orientation?

____ Date(s) established for orientation.

____ Locations established for orientation.

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DISTRICT PROGRAM PLANNING DOCUMENT

I. TEAMING NEEDS

TASK	PERSON RESPONSIBLE	DUE DATE
Meeting Time:		
Meeting Place:		
Plan for Chair:		
Note Taker:		
Procedure for Minutes:		
Procedure for Care Management:		
Time to meet with others:		

II. INSERVICE NEEDS

TASK	PERSON RESPONSIBLE	DUE DATE
Faculty:		
School Board:		
Support Staff:		
Parents:		
Community:		

III. RECORD KEEPING NEEDS

TASK	PERSON RESPONSIBLE	DUE DATE
Procedures:		
Record Keeping:		

IV. POLICY AND PROCEDURES NEEDS

TASK	PERSON RESPONSIBLE	DUE DATE
Procedures for Referrals:		
Procedures for Records:		
Flow Chart:		

V. AGENCY REFERRAL NEEDS

TASK	PERSON RESPONSIBLE	DUE DATE
Identify Resources:		
Meet Staff:		
Establish Agency Contact Person:		
Establish Policy for Referral:		
Conflict Resolution Plan:		

TITLE OF SECTION: EVALUATION, WRAP-UP, CLOSURE
12:15 - 12:30 p.m. (15 minutes)

PROCEDURE:

1. Make any final comments about the last activity.

2. Give participants evaluation form and give time to complete.

3. Announce that evaluations need to be completed and turned in before participants return home.

4. Closing activities to choose from:

   A. Ask how people felt when they came to the training and how they are feeling now.

   B. When the participants return from the debriefing, have them sit in teams. Each person is to share with their team, "How did it feel for me working with our team."

   C. Give each person and index card. On the card they are to select one person in the room that they would like to give a positive message to and did not get an opportunity to do so during the training. Give the participants only 1 or 2 minutes to write their message. They may sign the message or leave it anonymous. At the close of training everyone delivers their messages at the same time.

   D. Gifts and Baggage - Teams return from debriefing and sit together. Each person on the team shares by completing the following sentences, "The baggage I want to leave here is . . ." and "The gift I take with me from this training is . . ."

IST PROGRAM TRAINING EVALUATION

DATE(S) OF TRAINING _____

LOCATION OF TRAINING _____

Directions: Please indicate your role with IST:

_____ IST Consultant

_____ IST Teacher

_____ IST Team Members

_____ Other (specify):_____

1. The most valuable part of this training for me was: _____

_____

_____

2. The least valuable part of this training for me was:_____

_____

_____

3. I would recommend that you make the following changes in this training:

_____

_____

4. I would give this "Team Building" training an overall rating of:

(Circle One)

1	2	3	4	5
Poor	Only Fair	Satisfactory	Good	Outstanding

5. I really want you to know that:_____

_____